Section 3: General Education Provisions Act Information

All Technology Literacy Challenge Fund applications must include GEPA information in order to receive funding under this program.

This provision is Section 427 of the GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. No. 103-382). It requires that each application for funds include a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.

Section 427 is not intended to duplicate the requirements of the civil rights statutes but rather to ensure that, in designing projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements, an applicant may use the federal funds awarded to eliminate identified barriers.

In the space below, you must identify how the proposed grant funds may alleviate barriers. Please limit your response to the area on this page. Your description of steps to be taken to overcome these barriers need not be lengthy.

> To alleviate barriers identified in Section 427 of the General Education Provisions Act (GEPA), application procedures for selecting the two middle school demonstration sites for the project will indicate our specific interest in involving schools whose demographics indicate an overall need for access to rich computer for underserved students. Within those sites, furthermore, applicant schools will be asked to describe how their unit and lesson design activities will include innovative accommodations for disabled students, expand participation of young women in computer-based activities, engage minority and disadvantaged students in learning experiences that result in increased performance, and help reduce the gap in achievement between identified groups of students.

Private Schools Participation Form

Briefly give a description of the benefits that will be received by private school students and teachers as a result of this subgrant.

The Connecting Learners Technology Project will accept applicants from the private school sector in compliance with the terms of participation prescribed in the *No Child Left Behind* legislation.

Private school teachers participating in the program will be under the same guidelines for the "Train-the-Trainer" model implemented by the State Department of Education and the public school district. The District will provide technology professional development and Web posting of private and public school participants' lesson plans, WebQuests and other Internet content.

All participants will benefit by access to and use of a global learning community.

Section 5: Executive Summary

Reconceptions will be implemented in two Greenville County middle schools where a multidisciplinary team of four 6th grade teachers at each site will design and implement high-quality, technology-integrated curriculum units and lesson plans that make effective use of mobile laptop carts and Personal Digital Assistants. Students will assume roles of authentic researchers – through activities designed to guide them from misconception to "re-conception" and deeper understanding. Through the integration of laptops and personal digital assistants into model curriculum units and lesson plans, students will learn to form hypotheses, collect and record data, and develop technology-assisted presentations that provide clear evidence of the *growth* of students' knowledge and skill in key areas of performance as aligned with South Carolina standards for the core content areas.

Project teachers will receive intensive training in the use of the hardware, meet in study groups with their team members to plan and assess unit and lesson modules, network with colleagues at the other demonstration site, and extend successful practices and resources to other teachers locally and beyond. The project will tap the expertise of the district's Professional Development-School Technology Coordinators, teachers who have received training under a Technology Innovation Challenge Grant to Greenville County, and other partners including the Math and Science HUB and the Department of Education's Regional Technology Centers.

A highlight of project dissemination activities will be a "Technology Reconceptions Fair" to be held during the spring of 2002 and 2003 to showcase effective practices in technology-integration for the middle grades.

Press Release

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